

**VOCATIONAL HIGH SCHOOL TEACHER'S CLASSROOM  
STRATEGIES TOWARDS STUDENTS' MISBEHAVIOR  
AT SMK ANTARTIKA 1 SIDOARJO**

**THESIS**

**In Partial Fulfillment of the Requirement for Master's Degree of English  
Language Education**



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**VOCATIONAL HIGH SCHOOL TEACHER'S CLASSROOM  
STRATEGIES TOWARD STUDENTS' MISBEHAVIOUR**

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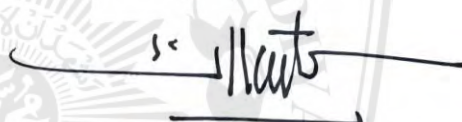
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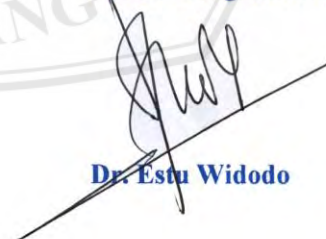
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# THESIS

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Has been examined in front of examiners  
On Monday, 1 April 2019 and decided that  
It has fulfilled the requirements to get  
Master Degree of English Language Education  
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## LETTER OF STATEMENT

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Hereby, declare that :

1. The thesis entitled : **VOCATIONAL HIGH SCHOOL TEACHER'S CLASSROOM STRATEGIES TOWARDS STUDENTS' MISBEHAVIOR AT SMIK ANTARTIKA 1 SIDOARJO** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

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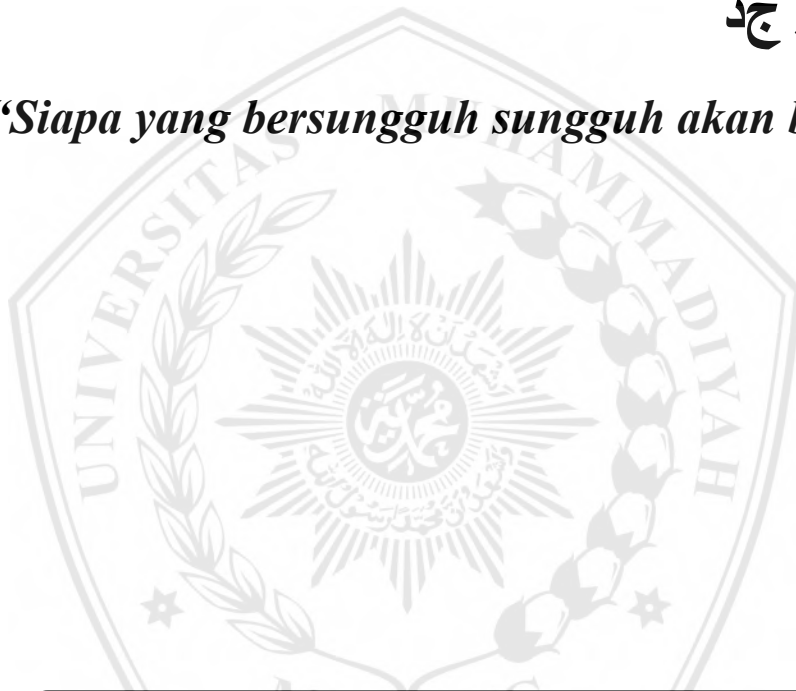
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**NIKMATUN NIKMAH**

## Motto and Dedication

مَنْ جَدَّ وَ جَدَّ

*“Siapa yang bersungguh sungguh akan berhasil”*



*I dedicate this Thesis for my beloved parents,  
husband, brothers and all my family.  
Thank you so much for everything*

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Alhamdulillah Rabbil Alamin, all praise be to Allah SWT for the abundant mercy, blessing and guidance for the researcher in finishing this thesis. Shalawat and Salam are addressed to the beloved and chosen messenger, the prophet Muhammad SAW, the best role. As the best role prophet who had guided from the darkness to the lightness.

The researcher's sincere appreciation and many thanks are also dedicated to her first advisor Dr. Hartono, M.pd., as the first adviser who gives precious guidance, corrections and advices to finish this thesis and her second advisor Dr. Sri Hartiningsih, MM., for her valuable guidance, corrections and suggestions of this thesis.

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At this time, the researcher dedicates the great thanks for her amazing family and friends. For her beloved Parents Muhammad Syaiful Bachri and Anisah, her beloved husband Riza Himawan and her beloved brothers and sisters. Thanks for their love, supports, affections, and praying for the researcher's success. For friends, Thanks for their precious support and togetherness throughout the year.

Malang, April 2019

The Researcher

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# VOCATIONAL HIGH SCHOOL TEACHER'S CLASSROOM STRATEGIES TOWARDS STUDENTS' MISBEHAVIOR AT SMK ANTARTIKA 1 SIDOARJO

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## ABSTRACT

Misbehavior becomes a barrier in teaching and learning process in the class. It makes students difficult to engage in learning process. The students' misbehaviour may happen because of some causes such as feeling bored in the class or intentionally attract teacher's attention. Those causes can be minimized or stopped by the role of teacher's strategies in the class. This study was intended to analyse about the types of students' misbehaviour, the causes behind the students' misbehaviour and the way teacher cope the students' misbehavior in English learning process.

This research was conducted in SMK Antartika 1 Sidoarjo. The subject of this research was an English teacher and their students at 10<sup>th</sup> grade (2017-2018) of Mechanical Engineering Department. In collecting the data, the researcher used class observation and interview. Semi structured interview were employed to gain the data from the students and the teacher. The students were responsible to answer the question related with the cause. Meanwhile, the teacher's was demanded to answer about the teacher's strategies.

The study revealed there were six types of misbehaviour, namely *inattention, disruptive talking, attention seeking, chronic avoidance of work, unruliness, and dishonesty*. Meanwhile, the causes of students' misbehavior were *uninteresting teaching strategies, uninteresting material and unpleasant material*. Those causes made them felt boredom in the class. The boredom stimulated them to misbehave during learning of English in the class. Then, it was revealed that the teacher used *non-verbal intervention, verbal intervention* and *logical consequences* strategies to cope with the misbehavior.

**Keywords:** English learning, misbehavior, teacher' classroom strategies

# **STRATEGI GURU KELAS SMK TERHADAP TINDAKAN MENGANGGU YANG DILAKUKAN SISWA DI SMK ANTARTIKA 1 SIDOARJO**

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## **ABSTRAK**

Tindakan mengganggu yang dilakukan siswa dalam kelas menjadi hambatan dalam proses pengajaran dan pembelajaran di dalam kelas. Ini membuat siswa-siswa mengalami kesulitan dalam proses belajar. Tindakan ini terjadi karena beberapa factor antara lain bosan di kelasa atau sengaja ingin menarik perhatian guru kelas. Faktor-faktor tersebut dapat dikurangi atau dihentikan dengan cara penerapan strategi yang dilakukan oleh guru kelas. Penelitian ini ditujukan untuk menganalisa jenis-jenis tindakan mengganggu yang dilakukan siswa, penyebab dibalik tindakan mengganggu yang dilakukan siswa, dan cara guru dalam mengatasi tindakan mengganggu yang dilakukan siswa.

Penelitian ini dilakukan di SMK Antartika 1 Sidoarjo. Subjek penelitiannya yakni seorang guru bahasa Inggris dan siswa-siswa kelas 10 jurusan teknis mesin periode 2017-2018. Dalam mengumpulkan data, peneliti menggunakan kelas observasi dan interview. Pertanyaan yang tidak tersstruktur digunakan untuk mendapatkan data fdari siswa dan guru tersebut. Siswa diharapkan memberikan jawaban tentang penyebab mereka melakukan tindakan mengganggu dikelas. Sementara, guru diharapkan memberikan jawaban tentang strategi yang dilakukan dalam menghadapi tindakan mengganggu siswa dikelas

Temuan menunjukan bahwa ada enam macam tindakan mengganggu yang dilakukan oleh siswa antara lain tidak memperhatikan, pembicaraan yang mengganggu, mencari perhatin, menghindari tugas, ketidakdisiplinan, dan ketidakjujuran. Sementara penyebabnya yakni ketidaktertarikan terhadap strategi pembelajaran, bahan ajar dan ketidaknyamanan terhadap situasi kelas. Perasaan bosan membuat mereka melakukan tindakan mengganggu dikelas. Berkenanaan dengan hal tersebut guru menggunakan strategi beberapa strategi yakni intervensi tidak lisan, lisan intervensi dan konsekuensi logis untuk mengatasi tindakan mengganggu siswa dikelas

**Kata Kunci:** Pembelajaran bahasa Inggris, tindakan mengganggu siswa dikelas, strategi guru kelas.



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## **INTRODUCTION**

### **Research Background**

English for Vocational High School students has crucial roles to add their value after they are graduated from the school. It is used to increase their competition for getting better carrier in the future (Dir.Pemb. SMK, 2017). The Indonesian government realizes that the need of English becomes important for Vocational High School students since there are MEA (Asean Community Economic) and also some companies such as PT. Petrokimia Gresik, PT. GMF Aero Asia, PT. PR Equinox use English as one of their priority requirement for accepting employment (Dir.Pemb. SMK, 2017).

As a matter of fact, however, in Vocational High School, teachers and students face some problems in the teaching and learning process. Firstly, Momdoah (2013) as cited in Manikowati (2015) revealed that the students are not interested in learning English. For instance, the students feel afraid to speak, have terrible time in writing, face difficult in comprehending listening and reading tasks. Secondly, according to Reswari (2015), the teachers have difficulties to make the students feel comfortable in learning English in the classroom. It is stated by Akpinar and Ozdas (2013), Celik and Eriskici (2008), Sadik and Inal (2011) (cited in Sadik and Akbulut, 2013) that a big portion of male students in a class make the students tend to misbehave in class.

Research findings showed that misbehavior could increase teachers' and students' stress in classroom, classroom time loss and disturb the process of learning (Lopes et al., 2017 ; Parsonson, 2011; Ozben,2010; Demir,2009). In other words, it makes the teachers difficult to have effective classroom management. Besides it also becomes barrier to the quality of learning and the quality of teachers in teaching the material (Wedhanti and Sasih, 2017). For example, a case study conducted at SMKN 1 Semarang revealed that the habit of coming late would break other students' focus (Manokwati, 2015). Furthermore, misbehavior is not only a problem for the teachers and students but also for parents and school administrators (Demir, 2009).

Regarding the misbehavior, there are many causes that lead the students to perform it in class during the learning process. Boredom becomes one of the causes that makes the students misbehave in the class. Other causes of misbehavior such as

family, education, self-esteem, external factors and teachers are listed by Harmer (2001). Furthermore, media, family, social environment, peers, social economic, teachers' discrimination, ignorance were also the causes of misbehavior in the classroom (Cabaroğlu and Atinel, 2010; Rehman and Sadruddin, 2012). Research also found that the teacher's ability to accommodate the students' needs in the classroom influenced the students' misbehavior. As stated by Castaño and Henao (2015), "The inappropriate preparation and the lack of classroom strategies can increase the students' misbehavior, and this behavioral problem may arise as a result of the teacher's inability to meet the diverse needs of all students."

Some strategies in handling the students' misbehavior such as giving encouragement by asking questions is effective to reduce the frequency of behavior problems in classroom (Awang, Ahmad, Wahab, and Mamat, 2013; Yilmaz, 2004). The other strategies are the teacher makes group activities, guide the students, become aware of the situation and cooperate with class staff (Sadik and Akbulut, 2015). Furthermore, the studies by Cabaroğlu and Altinel (2010) and Yilmaz (2014) revealed that ignorance, verbal warning, reminding rules, using eye contact and moving close to the students are powerful in managing misbehavior.

The present researcher will conduct her research in Vocational high school since, nowadays, Indonesia's government encourages the students to enroll to Vocational High School (SMK). The government prepares skillful resources by enhancing the quality and quantity of Vocational High School ([psmk.kemdikbud.go.id](http://psmk.kemdikbud.go.id)). Due to the expectation that Vocational High School (SMK) should give a big contribution in minimizing the number of jobless in Indonesia (Dir. Pemb. SMK, 2017), it is important to investigate how Vocational High School teachers at SMK Antartika 1 Sidoarjo handles their students' behavior to achieve the effective result of the learning process. Based on the result of the researcher's preliminary study at that school, it was found that the students' misbehavior such as talking with classmates, the use of mobile phone break students' focus and become barrier in achieving effective learning English happened in the English classroom.

## **Research Questions**

1. What types of misbehaviors do students experience in learning English at SMK Antartika 1 Sidoarjo?
2. What are the causes of the students' misbehaviors in learning English at SMK Antartika 1 Sidoarjo?
3. What strategies do the teacher apply in coping with the students' misbehaviors in learning English at SMK Antartika 1 Sidoarjo?

## **REVIEW OF RELATED LITERATURE**

### **Misbehavior**

The term misbehavior is known as “inappropriate behavior, disruptive behavior and maladaptive behavior” (Charles, 2007). According to Burden & Byrd 2013 (cited in Wiseman and Hunt (2013), misbehavior is students' unexpected behaviors which are encountered by the teacher that lead to uncomfortable learning atmosphere in the classroom. Even Wiseman and Hunt (2013) stated that misbehavior disturbs the flow of planned classroom activities.

### **Types of Misbehavior**

Misbehavior is found in all the classrooms with same or different forms. As stated by Tak and Shing (2008:64) “no classroom is completely free from behavioural problems though, of course, some have more than others”. Wiseman& Hunt (2013) have already divided some types of misbehaviors into eight. Those types as follows.

#### **1. Inattention**

It emphasizes that the students do not focus on or pay attention to the teacher's instruction or explanation. They gave some examples of this types such as “daydreaming, not listening to teacher's instruction, staring into space, doing unrelated work, doodling, or even playing with some object, e.g calculator, toy, ruler, during instructional time”(Wiseman and Hunt, 2013:238)

#### **2. Disruptive Talking**

It refers to the student who talks during instruction time. He/she may interrupt his/her teacher or other friends during teaching and learning process.



### **3. Attention- Seeking**

The student wants to get teacher's or friend's attention by performing unexpected behavior such as clowning, tattling, laughing inappropriately.

### **4. Chronic Avoidance of Work**

The student skips or avoids the assignments intentionally. The example of this type is a student does not finish whether the homework or classroom task.

### **5. Dishonesty**

Wiseman and Hunt (2013:250) stated that "one of the most serious forms of student misconduct often exhibited through cheating and/or stealing and telling untruths or lying".

### **6. Unruliness**

The student breaks classroom rules intentionally. Wiseman and Hunt said that this type shows the students lack of self control of their behavior such as "talking loudly, running in hallways, using unacceptable language, getting out of seat without permission, and playing practical jokes" (Wiseman and Hunt, 2013:254).

### **7. Defiance**

The student neglects or refuses the teacher's instruction or talks back to the teachers' utterance such as the debating teacher's instruction, bargaining the task.

### **8. Aggression**

The student shows aggressive behavior to his/her friends such as hitting, threatening, verbal attacks, pushing, bullying his/her friends etc.

## **Causes of Misbehavior**

Knowing the causes of misbehavior will help the teacher and school administrator handle as well as identify the appropriate strategies. Walters and Frei (2007) revealed the causes of misbehavior. Those causes as follows.

### **1. Boredom**

If the students feel bored in the classroom during the learning process, it is the teacher's responsibility to make them engage again, such as by changing the flow of the lesson, paying attention to the transition or activity, changing teaching strategies such giving game, ice breaking and others.

## **2. Need for Attention**

Walter and Frei (2007) said that it is a common phenomenon that human is needed to be recognized by others. The example is the students ask certain irrelevant questions.

## **3. Power**

The students use great power in classroom. It makes them aggressive in class.

## **4. Revenge**

As humans beings, it is possible for the students to have bad feeling such as revenge or hurt by other people surrounding them. Then, they may bring those feelings to classroom. It causes or stimulates unwanted behavior. It requires the teacher to use reflective listening.

## **5. Self-Confidence**

It is for the students with less and too much confidence. If the students have much confidence, they feel that they have autonomy or underestimate their friends in doing task. Meanwhile, the students with the less confidence tend to becomes passive students in the class.

## **Strategies for Managing Misbehavior**

Tak and Shing (2008:67) come with “continuum strategies” that contain of four levels intervention that can be applied by the teachers in managing kinds of misbehaviors are encountered during learning process.

### **1) Non-Intervention Skills**

This strategy is divided into two actions that are Permitting and Tolerating. This strategy is used for the small range of misbehavior. Tak and Shing (2008) said that misbehavior can be tolerated since those behaviors will not become barrier in learning.

### **2) Non-Verbal Intervention**

In this step, the strategy is divided into four strategies as proposed also by Levin and Nolan (2004 cited in Tak and Shing, 2008) as follows.

#### **a. Planned Ignoring**

It can be used for the misbehavior that has a little effect in the classroom.

#### **b. Signal Interference**

The teacher uses his/her body language to manage misbehavior such as “pointing, a wink, a frown, head movement, or staring” (Redl and Wineman, 1952 cited in Tak and Shing, 2008).

#### **c. Proximity Control**

Tak and Shing (2008) explained that this strategy demands the teacher to be closer with the student who performing misbehavior. The example of this type is the teacher comes to the student’s desk while he/she still continuing the teaching process.

#### **d. Touch Interference**

Tak and Shing (2008:71) said that “ Touch Interference involves any kind of non- aggressively physical contact with the student as a way of showing disapproval, and ranges from a slight touch on the shoulder to guiding the students back to his/her seat”.

### **3) Verbal Intervention**

According to Tak and Shing (2008), this strategy uses verbal message as a tool to handle the students’ unwanted behavior. This strategy has some branches namely praising peers, boosting strategies, calling on students, using humour, asking question, and making requests or demands (Keer and Nelson, 2002; Levin and Nolan, 2004 cited in Tak and Shing, 2008:72).

### **4) Logical Consequences**

Tak and Shing emphasized that logical consequence should be known by students before they do the unwanted behavior. Logical consequence is different from punishment. For the example if the students bring mobile phone, the teacher will take it and will give it when they are go home.

### **Previous Study**

Merç and Subasi (2015) showed that teachers in Turkish faced some misbehaviors such as uninterested, lazy, noisy, naughty, hyperactive students, and students’ quarrelling with each other, talking without permission, and walking around the class. Secondly, Sun and Shek (2011) researched misbehavior in teachers’ perspectives in Hongkong. It was found some misbehaviors such as doing something

in private, talking out of turn, verbal aggression, disrespecting teachers, nonattentiveness/daydreaming/idleness, sleeping, out of seat, habitual failure in submitting assignments etc. Cabaroglu and Altinel (2010) conducted the research in combining perspectives from teacher and students. They found that social economic level as one of causes of misbehavior besides characters' of parents, media, class size and students' indifference.

## **RESEARCH METHOD**

### **Research Design**

In this research, the researcher used a qualitative design. She investigated the phenomenon that happens in society especially in Vocational High School context. According to Ary et al.(2010), in qualitative research, the researcher interprets human actions, institutions, events, customs by portraying or reading about what is being studied in the field. Then, this research was characterized as a case study because she will only focus on students' misbehavior and teacher strategies at State Vocational High School.

### **Research Setting and Subject**

This research was conducted at SMK Antartika 1 Sidoarjo, especially Mechanical Engineering Departement, because it was favorite school with 99% of the students are male. In this context, it was stated that a class which contained mostly male students tend to misbehave (Akpinar and Ozdas 2013; Celik and Eriskici 2008; Sadik and Inal 2011 cited in Sadik and Akbulut, 2013). Therefore, it was possible to get the data related to misbehavior issue.

This research used purposive sampling based on the certain criteria. There were two subjects namely a class of 10<sup>th</sup> grade (2017-2018) of Mechanical Engineering Students and their English teacher. The class had possibility of misbehavior rather than the others based on the preliminary research.

## **Data Collection**

### **Research Data and Data Sources**

The data of this research included: (1) the type of the students' misbehavior; (2) The causes of the students' misbehavior; (3) the strategies used by the English teacher of SMK Antartika 1 Sidoarjo in handling her or his students' misbehavior.

### **Research Techniques and Instruments**

In order to collect the data, some techniques were used such as observation and interview. In line with that, the instruments were observation field notes and interview guides.

### **Step in Data Collection**

The data collection steps are; (1) Conducting classroom observation, (2) Interviewing the students and the English teacher to get data about the cause of their misbehavior and the teacher's strategies to cope the students' misbehavior.

### **Data Analysis**

The processes of the data analysis are; (1) Selecting the raw data from the observation field notes, (2) Transcribing the interview result from the recording into text, (3) Coding the students' misbehavior based on the types of misbehavior theory (4) Describing the types of the students' misbehavior, the teacher's strategies and the causes of students' misbehavior based on the interview result, and (5) Drawing conclusion.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Research Findings**

#### **1. Types of Misbehavior**

Based on the result of data from the observation, it was found that there were six types of misbehavior performed by the students in learning English. They *were*

*inattention, disruptive talking, attention seeking, chronic avoidance, unruliness, and dishonesty.* Each type is explained as follows.

### **1.1 Inattention**

This type of misbehavior showed that the students did not focus on the lesson or on the teacher. The result of data analysis showed that the students did some forms of misbehavior such as using *Mobile Phone* secretly, doing homework for another subject, daydreaming, sleeping, eating and drinking, massaging his friend's shoulder, drawing unrelated lesson, and playing with the things such as book, pen and desk.

Based on observation, it could be seen that the students played *Mobile Phone* secretly while the teacher calling the other students in her desk to give the result of daily test. In SMK 1 Antartika, the students were allowed to bring *Mobile Phone* with the teachers' permission. It was used to support the lesson which required the students to browse some information during the task. Unfortunately, some students used it for chatting and playing games without any permission of the teacher during the instructional time. Another misbehavior could be seen on observation field notes session 1, the student daydreamed while teacher review the lesson last week then, the teacher directly warned by saying “ *don't daydreamed, or you'll get possessed*”( *Jangan nglamun ae, nanti kesurupan loh*).

### **1.2 Disruptive Talking**

Based on the result of observation, there were two forms of Disruptive Talking, namely talking with a friend and asking irrelevant questions during the instructional time. This type was mostly done by the students in the class especially when they were talking with a friend. The intensity of the disruptive talking increased when the teacher started to check the students' attendance. Besides, it also happened when the students had finished the task earlier than their friends.

Moreover, it was also found that the students asked irrelevant questions, such as asking again about the task although the teacher had already explained in advance, “*Should we do it now, Mam?*”( *Bu, dikerjakan ta bu sekarang?*); or when the teacher asked the students to browse the dialogue then one students asked, “*Should we browse it now, Mam?*”( *Bu browsing a Bu?*). This evidence could be seen on observation field notes session 2 and 5.



### 1.3 Attention Seeking

Attention seeking happened when the students wanted to get the teacher's or their friend's attention by doing misbehavior. The result of data analysis showed that the students yelled their friend during the teaching and learning process. For example, when the teacher asked the students to practice the dialogue in front of the class, and he could not spell the correct word then his friends yelled him. For instance, student A could not say the word, "*Solution*", and his friends said, "*Sol..sol..sol hahaha...*".

### 1.4 Chronic Avoidance of Work

Chronic avoidance of work happened when the students skipped or avoided the assignments intentionally. Based on the result of observation, it was found that some students did not finish the task or homework on time. Sometimes, the students said, "*Huh, is there any homework, Mam? (Loh ada PR ta, bu?)*" or sometimes the students said that they forget to bring the homework. This misbehavior could be approved on observation field notes session 3.

### 1.5 Unruliness

Unruliness happened when the students broke classroom rules intentionally. The result of the data analysis showed that the forms of unruliness were found in the class, namely the students made noise such as talking and laughing too aloud, singing, playing jokes, coming late, changing their seat and moving around in the class. For instance, when the teacher asked about the reason of a student who was absent that day, the other students answered by saying some inappropriate words. The teacher said, "*Why (Student name) is absent today?*" Then, one student answered, "*Sick Mam (Sakit bu)*" then followed by the others who said, "*Hypertension, Stroke, Diabetes Mellitus, hahah*" (*Darah tinggi bu, strok, diabetes..hhaha*). Some of the students came late to the class after the breaking time. The teacher said, "*Where have you been?*" (*Dari mana aja kalian?*). Then, some students replied with some reasons such as, "*Praying Mam; Going to toilet, Mam; Buying paper, Mam*" (*Solat Bu, Toilet Bu, Beli kertas Bu*). Those facts are approved on observation field notes session 10 and 2.

## **1.6 Dishonesty**

Dishonesty occurred when the students did misbehavior, such as lying or cheating or even stealing something. Based on the result of the observation, it was found that the form of dishonesty, namely avoiding to attend the class such as going to the toilet more than five minutes. Sometimes, the students asked for permission to go to the toilet when the task was begun. It indicated that they lied to skip from the task or eliminate the time outside the class. Besides, it was found that the students said that they forgot to bring their homework when the teacher asked them. Then, copying their friends' work was also found in the class. For example, when the teacher asked them to make a short dialogue about suggestion and offering topic, some of them have the same sentences. It is approved from observation field notes session 7.

## **2. The Causes of Performing Misbehavior Based on Students' Perspectives**

### **2.1 Uninteresting Teaching Strategies**

The result of the data analysis showed that the students were less interested in the teaching strategies used by the teacher. It happened because sometimes the frequency of teacher-centered teaching activities made the students feel bored in the class. They expected that they were involved in the activity during the teaching learning process. For instance, the teacher could involve the students by applying the games in their teaching strategies. The students thought that the games could minimize their tense and made the situation enjoyable during learning activities. Besides, related with the way the teacher explained the material, the students had the difficulty to understand the teacher's explanation in English, they sometimes felt difficult in understanding some English words. The data were found from the students A, B, C, E, F, G, H and J.

### **2.2 Uninteresting Material**

The result of the data analysis showed that the students were less interested in the material used by the teacher. They felt bored with some materials such as translating and making dialogues. It happened because they found that it was difficult material. This, in turn, led the students to fail in finishing the task, to fall asleep, to

talk with their friends. The data obtained from students D H, I, J and L supported the finding.

### **2.3 Unpleasant Classroom Atmosphere**

The result of the data analysis showed that the students felt that the physical classroom atmosphere influenced their mood during the teaching and learning process. When they felt uncomfortable in the class due to uncomfortable temperature, they felt bored in the class. Then, it led them to misbehave during the teaching and learning process, such going out of the class, playing with book to get wind, or making some noises. The data were found from students C, D F, I, and N.

Furthermore, the unpleasant classroom atmosphere was due to the fact that the instructional time was scheduled in the afternoon. As a matter of fact, however, the students preferred to have English lesson in the morning. In fact, in this school, the English lesson was scheduled before and after breaking time around 12.30 P.M. This, in turn, made some students feel tired. The data obtained from students D, E, H and N supported the finding.

## **3. The Strategies for Coping with the Students' Misbehavior Performed by the English Teacher**

### **3.1 Non-Verbal Intervention**

The finding showed that the teacher used non-verbal intervention by giving signal without disturbing the class. The form of signal included the teacher's body position and language. Firstly, the teacher's body position was known as proximity control. It was her action by approaching the misbehaved students. For instance, she came to the student's desk who did not pay attention to her explanation because the students was playing his/her gadget.

Secondly, the teacher sometimes used signal interferences which means that she used her body language to stop the students' misbehavior such as by staring at the eyes and pointing to the students. For instance, the teacher looked into the student's eyes and pointed to him or her because he or she was uttering inappropriate words.

### 3.2 Verbal Intervention

The result of the data analysis showed that the teacher applied verbal intervention such as calling the students' names, using humor, asking question, giving request and demand. The teacher called the student by name when he/she made a noise, moved around, daydreamed, yelled his/her friend or slept. Secondly, the teacher provided a humor by saying, "*Ayo cuci darah*" instead of saying, "*Wash your face*", when the students slept in the class.

Thirdly, the teacher used request and demand action directly especially to remind the students of the rules of the class and to change their misbehavior, such as using *Mobile Phone* without permission or beating the desk to make a noise. Besides, the students would be reminded of the rules when they were crowded in the class by saying, "*Attention please*". Those facts are approved from teacher's explanation.

### 3.3 Logical Consequence

The result of data analysis showed that the teacher applied logical consequence by giving any consequences to the students' misbehavior because they broke the rule. As a matter of a fact, however, the rules already been known by all students. Some consequences were given to the misbehaved students such as taking his/her snack or *Mobile Phone*, decreasing students' score or having remedial task. Besides, another event was when they were crowded in the class, the teacher gave them consequence such as put them in first row in performing dialog in front of the class. Those facts are approved from teacher's explanation.

### Discussion

The research findings showed that there were six types of misbehavior performed by students at SMK 1 Antartika Sidoarjo namely, *Inattention*, *Disruptive Talking*, *Attention Seeking*, *Chronic Avoidance of work*, *Unruliness*, *Dishonesty*. Then, the common were *Inattention* and *Disruptive talking type*. The common *Inattention* type was the students used *Mobile Phone* during the learning English. Unfortunately, they used *Mobile phone* for chatting and playing games. As already researched by Sun and Shek (2012) that the use of playing gadget become the form of misbehavior nowadays that could break the students' focus in the class. This finding related to the inattention type that became the most consistently misbehavior

that happened during learning also revealed by Wedhanti (2017). The common type of disruptive talking was the students talked with their classmates. According Wiseman and Hunt (2013) the students in the class had strong willingness for talking with their friends but the teacher should know what was the reason behind it. Still, one of the reasons was unclearly explanation about the lesson and less of motivation in learning.

Dealing with the causes of misbehavior were the uninteresting teaching strategies, uninteresting material and unpleasant classroom atmosphere. Those causes made them became bored and misbehaved in the class. The boredom still became the main source of the students' misbehavior. It was also found in Cabaroglu and Altinel (2010) that the misbehavior students frequently mentioned that they felt boredom in the class. Related with teaching strategies, Wiseman and Hunt (2013) stated that it's important for teachers to change their teaching strategies to avoid the boredom in the class such by grouping activity (student center) and playing games. Moreover, Charles (2007) pointed that physical discomfort such as inappropriate temperature, seating, workspaces caused misbehavior in the class. So, it's important to make the supporting learning atmosphere to stimulate positive behavior. Furthermore, as stated by Tak and Shing (2008) it is important to determine the source of the problem to resolve the misbehavior.

The most frequent strategy found that was Verbal Intervention such as by calling the students' name, praising peers, asking questions, direct appeal and reminding the rules. Those strategies were used since the teacher's thought that it was needed by the students to change their misbehavior directly or even to prevent from of misbehavior. Each strategy was used based on the degree of misbehavior that need or even do not need the intervention based on the teacher's perception. In the end, Tak and Shing (2008) argued that there was no fix ways for resolving each misbehavior, but teacher should still try to minimize the frequency of misbehavior by stimulating positive classroom learning.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the research findings and discussion the types of misbehavior performed by the students of the 10<sup>th</sup> grade (2017-2018) at SMK 1 Antartika Sidoarjo during English learning in the class, it was found that the students performed six types of misbehavior based on Wiseman and Hunt's (2013) theory. Those types were *Inattention*, *Disruptive Talking*, *Attention Seeking*, *Chronic Avoidance of Work*, *Unruliness*, and *Dishonesty*. Dealing with the causes of the students' misbehavior, it was discovered that there were three reasons, namely the *uninteresting teaching strategies*, the *uninteresting materials* and the *unpleasant classroom atmosphere*. Those causes made them felt bored in the class and stimulated to misbehave during the learning of English in the class. Dealing with the strategies, it was discovered that the teacher used three namely, *Non-Verbal Intervention*, *Verbal Intervention* and *Logical Consequences*. Each strategy was applied based on the range degree of the students' misbehavior.

### Suggestions

Firstly, schools that have an important role, especially related with the policy. It is suggested that they will consider the time in conducting the English lesson. Besides, it is important to provide more English exposure in the school as a solution in reducing the difficult perceptions about the English lesson. Secondly, for the English teachers, this research would like to inform about the causes of the students' misbehavior. Hopefully, by knowing the causes, the teacher would use the alternatives strategy. Then, it is suggested for the teachers to arrange interesting material that involve students or attract students' attention such as material through games, role play or movie to reduce the boredom of the students in the class as one of the main sources of misbehavior. For further researchers who are interested to have the same topic of research, it is suggested that they can compare the misbehavior in the state and the private schools. Due to the result of the frequency of misbehavior could be different between state and private schools besides, the further researchers are suggested to add their number of participants to have the deeper data.



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